

# Literacy National Standards

## Getting Creative



**Insanity . . .**

**Doing more of the same  
and  
expecting a different result**



Think back to your own time at school:

How did you find reading, writing and maths?

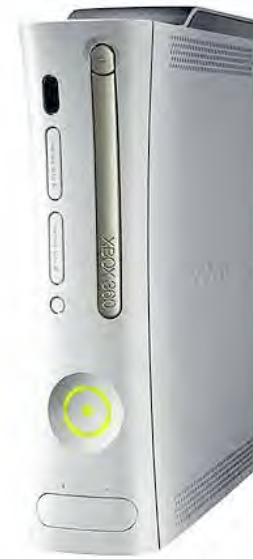
What was good, bad or indifferent about it?

What were the main stimuli during your preschool development years? How does this affect brain development?

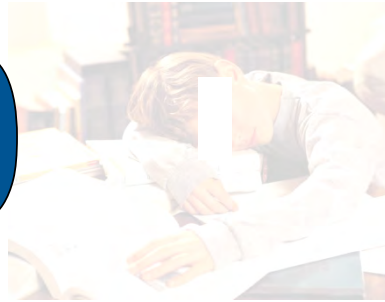




And what of today's kids . . . ?



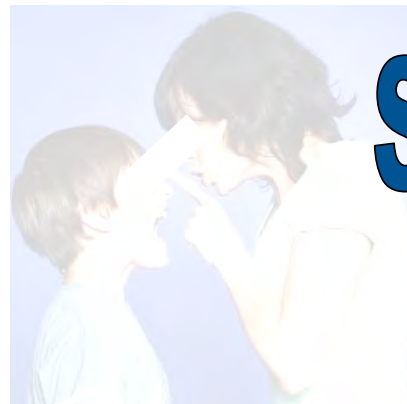
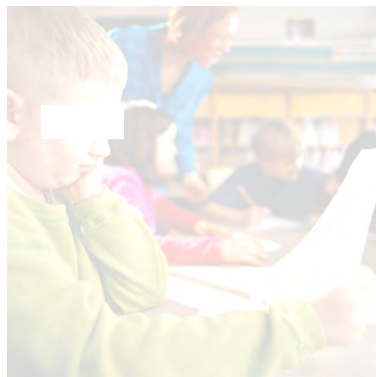
ADHD



RTLB



Teacher Aides



Suspensions



More



Different





**This is NOT how to  
fatten a pig!**





**It takes food . . .**





**and nurturing!**



**A quality end product  
is dependent on a  
rich and varied diet**



National standards are a reality, and could be great, but as we all know, insanity is about doing more of the same and expecting a different result.

Spending more time trying to write better, read better etc is not going to do it.

Nor is spending more time measuring where kids are at, unless we then do something creative and interesting that will move our **diverse** learners forward.



We need to get creative and find ways to engage our **struggling and achieving students** in ways that provide **intrinsic incentive**, **authentic feedback** and the **opportunity to read and express themselves in ways and on topics that interest them.**

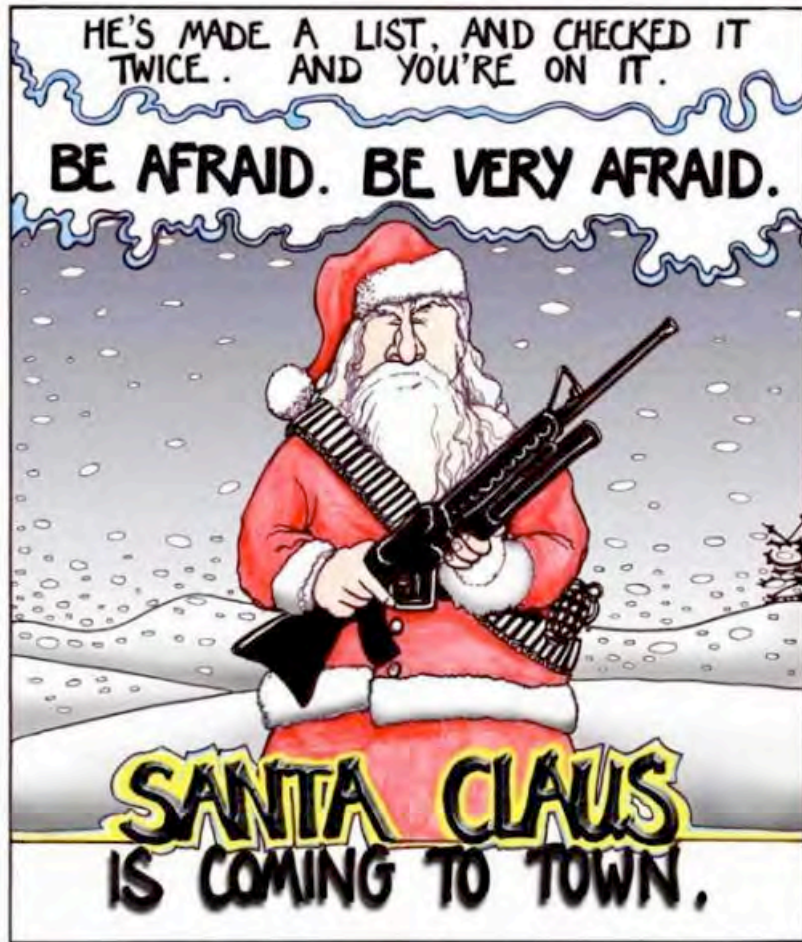


# Intrinsic incentive?



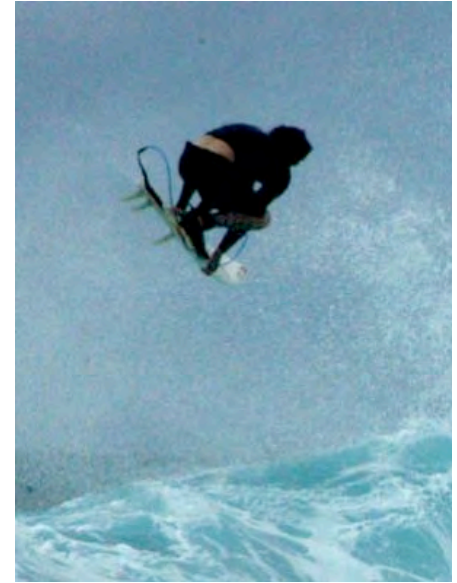
- Clearly purposeful.
- For an audience.
- That gets a result.
- Where students experience success.
- Where students take responsibility but get the support they need to get better.
- Where students can see and measure their own progress and take responsibility for reflecting on that and reporting to parents.

# Authentic feedback?



- Response.
- Genuine reader reaction.
- Critique and comment from a wide variety of readers.
- Continued interaction.

# Opportunity to read and express themselves in ways and on topics that interest them?



### Intrinsic Incentive

- ✓Clearly purposeful.
- ✓For an audience.
- ✓That gets a result.
- ✓Where students experience success.
- ✓Where students take responsibility but get the support they need to get better.
- ✓Where students can see and measure their own progress and take responsibility for reflecting on that and reporting to parents.

### Authentic Feedback

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- ✓Genuine reader reaction.
- ✓Critique and comment from a wide variety of readers.
- ✓Continued interaction.

# Writing Other than with pen and pencil

Word Processing

Illustration

Keynote  
PowerPoint

Comic Life

Email

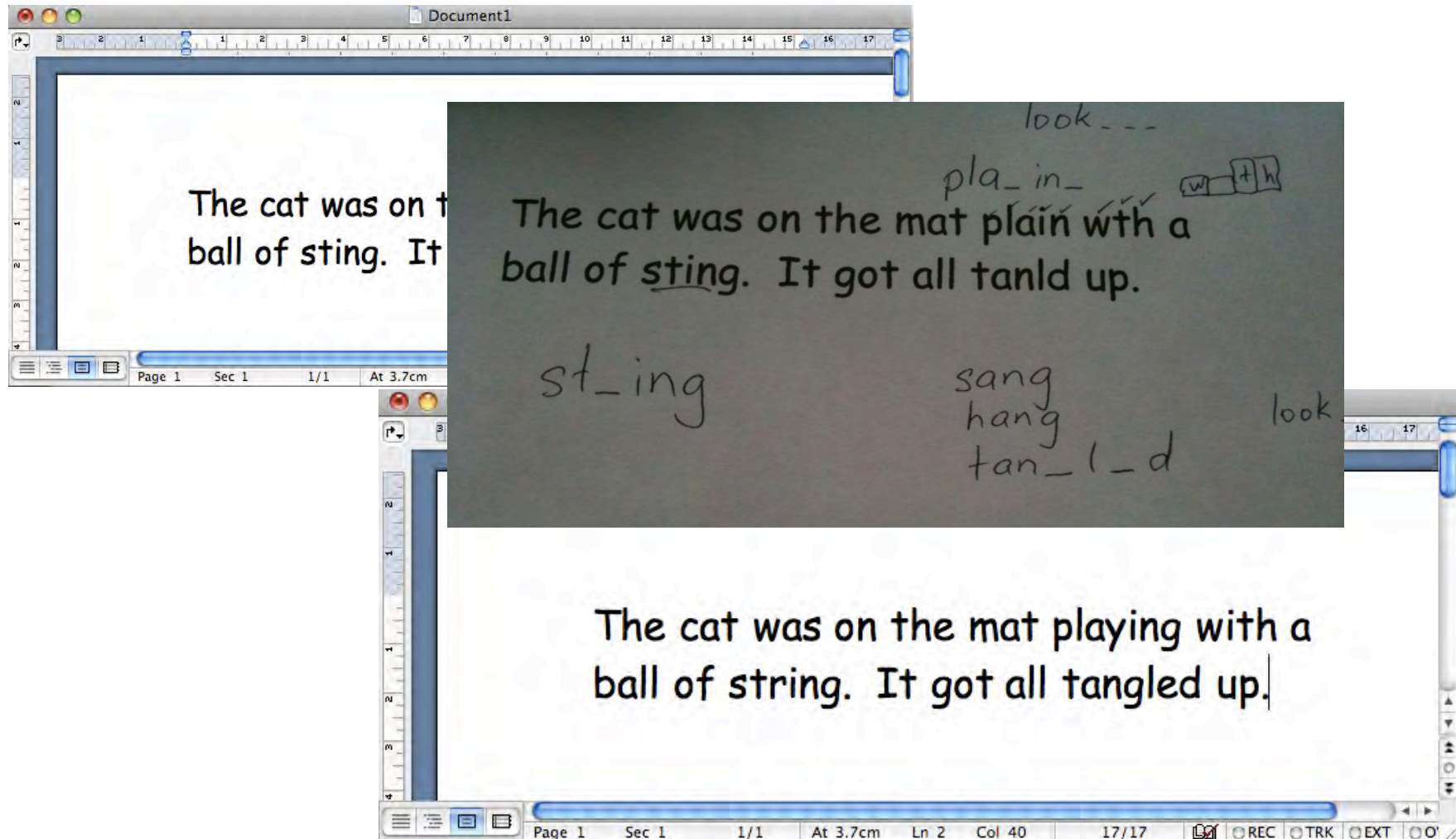
Blogging

Wikis



# Word Processing

- Neat and tidy - no need to rewrite after editing.



# Word Processing

- Neat and tidy - no need to rewrite after editing.
- Can be illustrated with student pictures or photos.



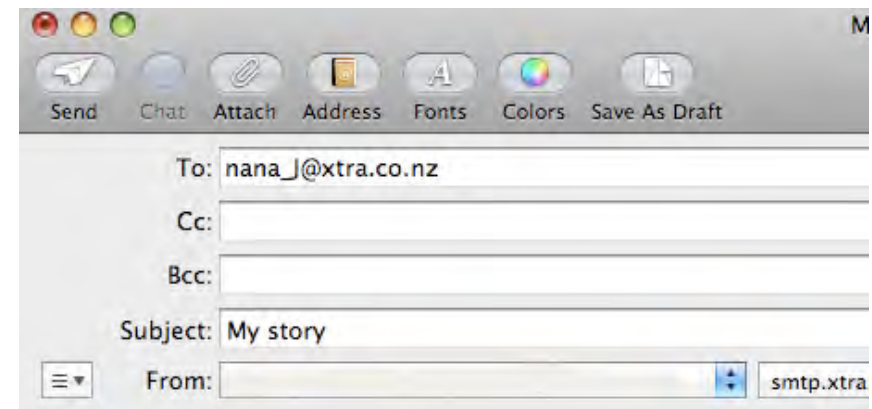
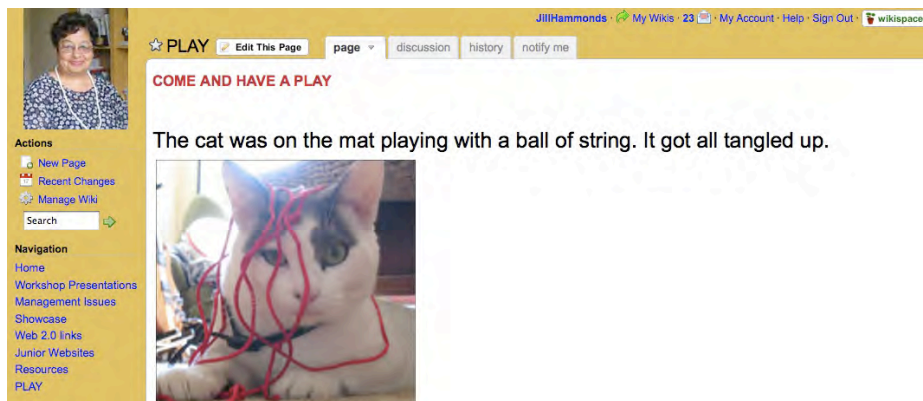
# Word Processing

- Neat and tidy - no need to rewrite after editing.
- Can be illustrated with student pictures or photos.
- Can be collaborative - 2 or more at the computer.



# Word Processing

- Neat and tidy - no need to rewrite after editing.
- Can be illustrated with student pictures or photos.
- Can be collaborative - 2 or more at the computer.
- Can be emailed to friends and family or put on the web for others to read.



  
[Cat.doc \(19.0 KB\)](#)

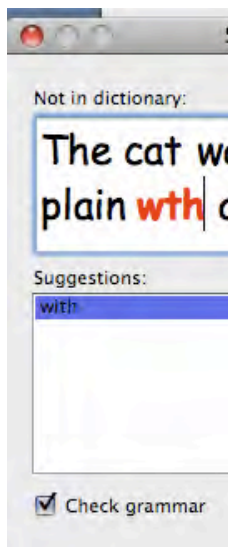
Dear Nana,  
Here is the story that I wrote at school today.

Love,  
Eleanor



# Word Processing

- Neat & tidy
- Can be used on a variety of devices
- Can be used on a variety of devices
- Can be used on a variety of devices
- Can be used on a variety of devices
- Built in spell checker

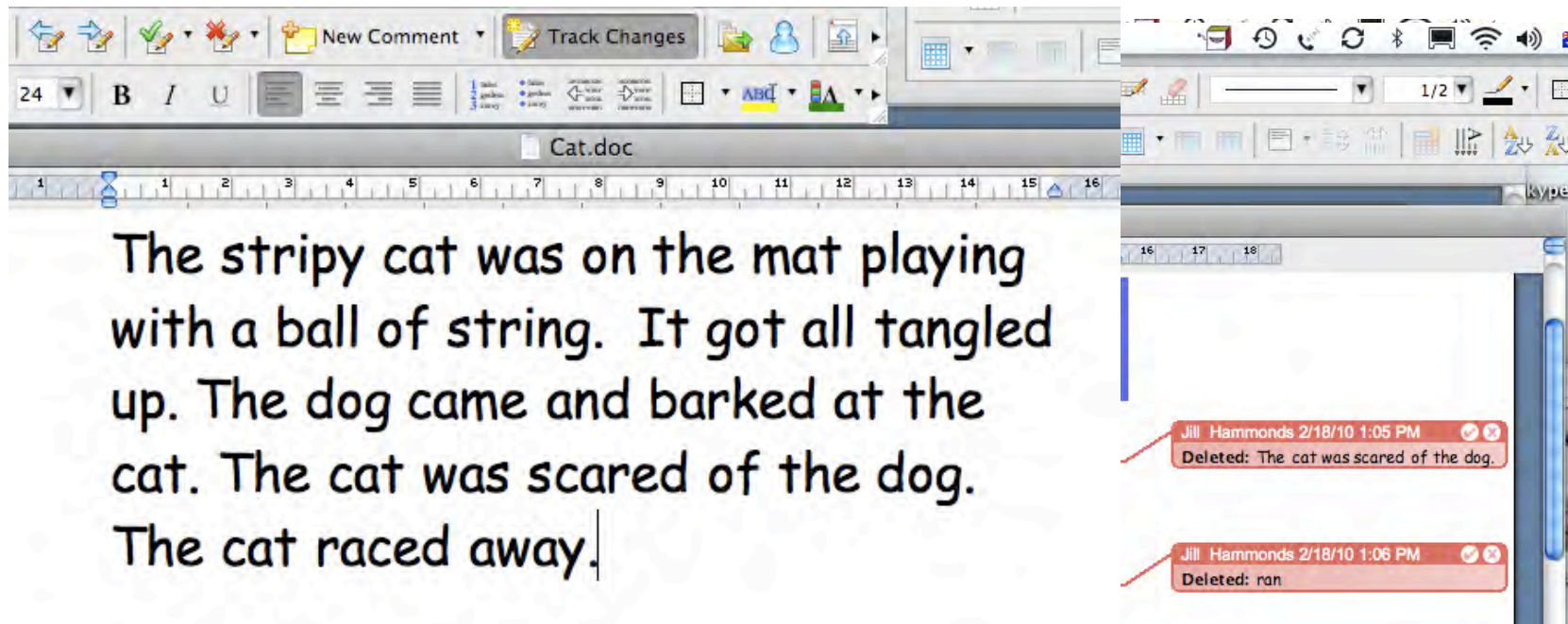


**"My report is about music from the 1960's,  
but my spell-checker made me leave out  
The Beatles, Monkees, and Byrds!"**

].  
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plain with a  
tanld up.

# Word Processing

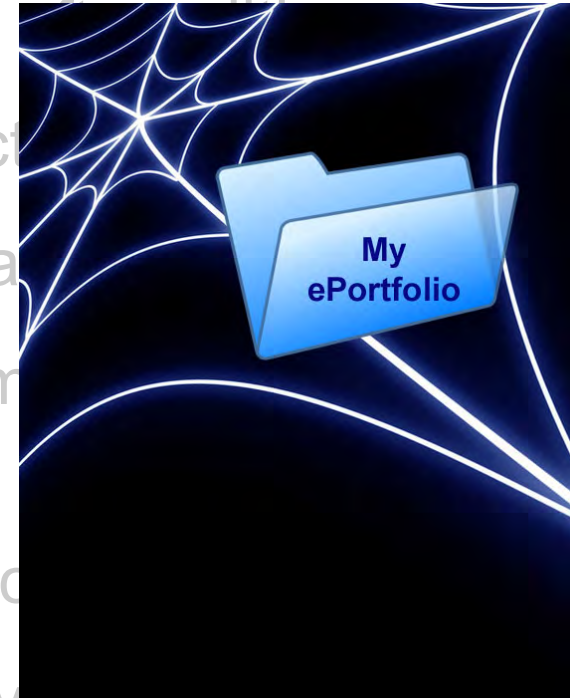


- Reviewing toolbar makes editing visible and fun.

For Mac Users, in Pages Software, look up “Changes Tracking” in the help menu index for instructions on this function. (Thanks to Carol Kendall for sending me this info so quickly.) You will also find here a wealth of information about the editing and revising functions of the programme.

# Word Processing

- Neat and tidy - no need to rewrite
- Can be illustrated with student pictures
- Can be collaborative - 2 or more authors
- Can be emailed to friends and family or posted on a web for others to read.
- Built in spelling and grammar checker
- Reviewing toolbar makes editing visible and fun.



- Can be easily stored for later review and for inclusion in an e-Portfolio.

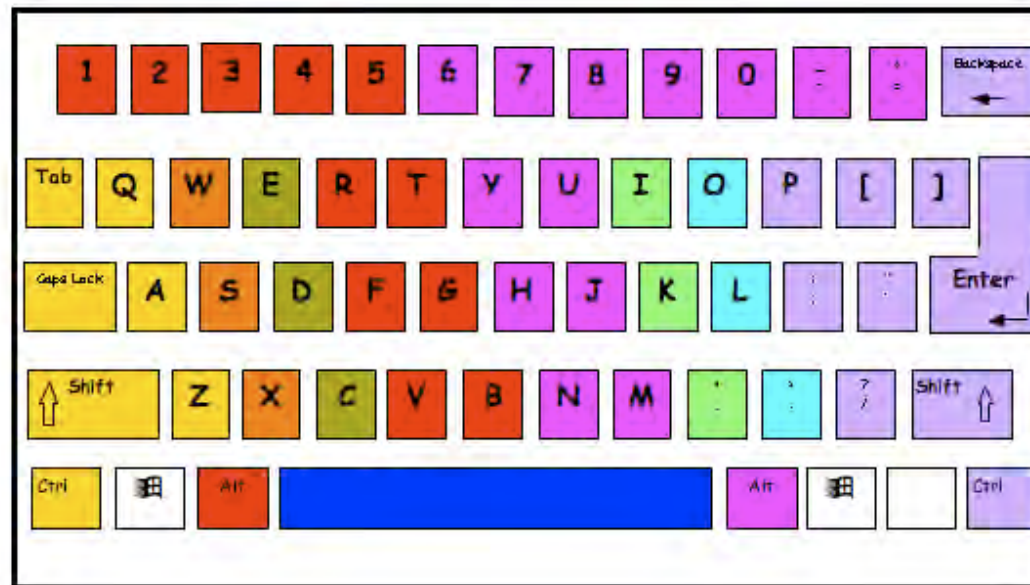
# Word Processing

- Neat and tidy - no need to retype
- Can be illustrated with student photos
- Can be collaborative - 2 or more
- Can be emailed to friends and posted on web for others to read.
- Built in spelling and grammar checker
- Reviewing toolbar makes editing easy
- Can be easily stored for later use or in an e-Portfolio.
- Can be printed for traditional display and storage - pasted into books if need be.





# Slow Typing



Available online at

<http://juniorclasses.wikispaces.com/Resources>

## Junior Keyboard Games

- ▶ **Bingo/Housie** – One person calls the letters and the class cover their chart with counters. Gradually increase speed so that children have to know the location of keys in order to keep up.

## Senior Keyboard Activities

Write out your spelling list using felt pens and the colours for each letter as on the keyboard chart.

Choose three colours each and play a game of Bingo where you only have to cover all the letters in your colours.

Choose a sentence from your story and practise imaginary typing out on your keyboard chart.

Choose three/four colours and see how many words you can write out using just those colours. You may find that it helps to cover the other colours. e.g.



Race	Jam	Can	Had
Zoo	Dead	Each	Man
Moon	Doll	Lazy	Hand

Make up some more games of your own and type them on to this page. Save and print out a new copy of these ideas.

# Illustration

- Not clipart! All students can create better pictures if this is scaffolded for them.
- The drawing helps to fuel the writing.
- Not the main event so make it speedy.
- Using the tools of today - embed photos, videos, sound files etc to bring the writing alive for the reader.



# Illustration



# Keynote PowerPoint

## Intrinsic Incentive

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## Authentic Feedback

- ✓ Response.
- ✓ Genuine reader reaction.
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- ✓ Continued interaction.

- More motivating - students don't really feel as though they are writing.
- Can be saved as a movie and embedded on a webpage, blog or wiki.
- Creates opportunity for audience - can be used as e-books for reading in the classroom or beyond.
- Provides opportunities for pick a path style writing.
- Can be an individual story or storyboarded and worked on by several groups of children working independently and then stitched together for completion.



# Hangi Day

**By Taylor, Kelsi and Laura in Room 1  
Horsham Downs School**



Two men began to dig a hole out in our soccer field. They piled the dirt around the sides. The dirt was very, very soft. The pit they dug was made deep enough to put in hot irons and two metal baskets. They were digging a pit for our hangi.



A fire was laid beside the pit. When they stacked the wood, they criss-crossed it. The steel hangi irons were on top of the stack of wood. The stack was taller than ME. The day was wet and we saw a wonderful rainbow.





The fire was lit and flames flew up into the air. The fire burned for about two hours. As the flames died down, the men dragged the hot irons out of the glowing embers and heaved them into the pit.





Two baskets full of food were carefully put on top of the hot irons.

A clean wet sheet was laid over the top, then dripping wet sacks. The men shovelled dirt over the sacks and let the hangi steam away.



Two and a half hours later, they shovelled off the dirt and took out the yummy Hangi food. The wet sacks were carefully peeled off. Hot steam poured out of the baskets as they carried them to the long serving tables. Mmmmmmmmm.





The mothers and the teachers served the food to all the hungry children. The Hangi smelt delicious.

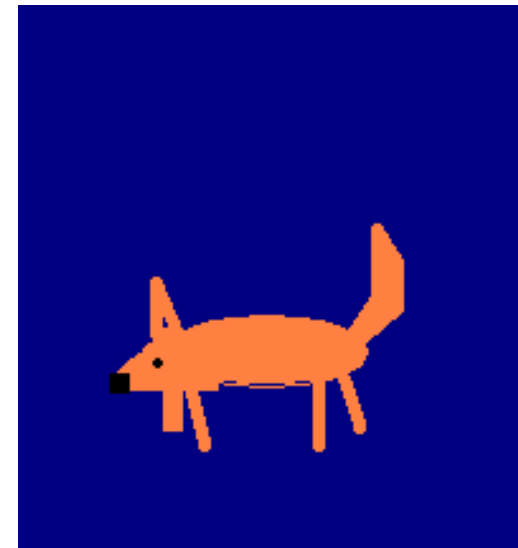
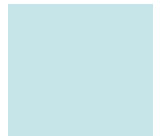




We ate our plate of yummy Hangi food by the new playground. We had potato, pumpkin, stuffing and chicken. I ate all of my food. I loved my plate of Hangi. It was nutritious and delicious.



The cunning fox was out hunting at night in the moonlight. He came to farmer Brown's home paddock, and snuck down to the henhouse. The chickens were all asleep in the roost. The fox patiently dug his way into the henhouse with thoughts of chicken dinner in mind. BUT . . just as he opened the door to the roost . . .



The light went on in the farm kitchen. The back door burst open and Farmer Brown came running down the paddock. He had his shot gun in his hand and he looked like he had roast fox in mind.



The chicken on the far roost began clucking and squawking and heaving. All of a sudden out from under her feathers appeared . . .





a golden egg. The egg cracked open and a trail of smoke shot out from the shell. Out of the smoke appeared a genie with an angry look on his face.



“Oh greedy fox,” he growled. “What are you doing in Farmer Brown’s henhouse? I do believe you have come to steal a chicken. But today is not your lucky day, for instead of stealing a chicken, you are going to become one. And from this day forward, you will live in constant fear of greedy foxes!”

There was another great puff of smoke, and where the fox had prepared to pounce, sat a very small and feeble chicken.



a golden egg. The egg cracked open and a trail of smoke shot out from the shell. Out of the smoke appeared a genie.

“Greetings master fox,” said the genie. “Your wish is my command. What would you have me do for you tonight?”

“Aha genie” grinned the fox. “I would like you to carry me back to my den and lay out a feast for Mrs Fox and all our little children.”

“Your wish is my command,” bowed the genie, and before you could count to ten the fox was back in his den seated at a banquet with his wife and the three baby foxes.

“Life is looking up,” said Mrs Fox.  
“Now we will live happily ever after.”

And they did.



# Comic Life

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SIT  
DOWN YOU'RE  
ROCKING THE  
BOAT!



THE KAYAKERS RETURNED FROM THEIR  
EXPLORATION OF RAGLAN HARBOUR. THEY  
WERE TIRED, WET AND HUNGRY AND STARTING  
TO GET CROSS WITH EACH OTHER



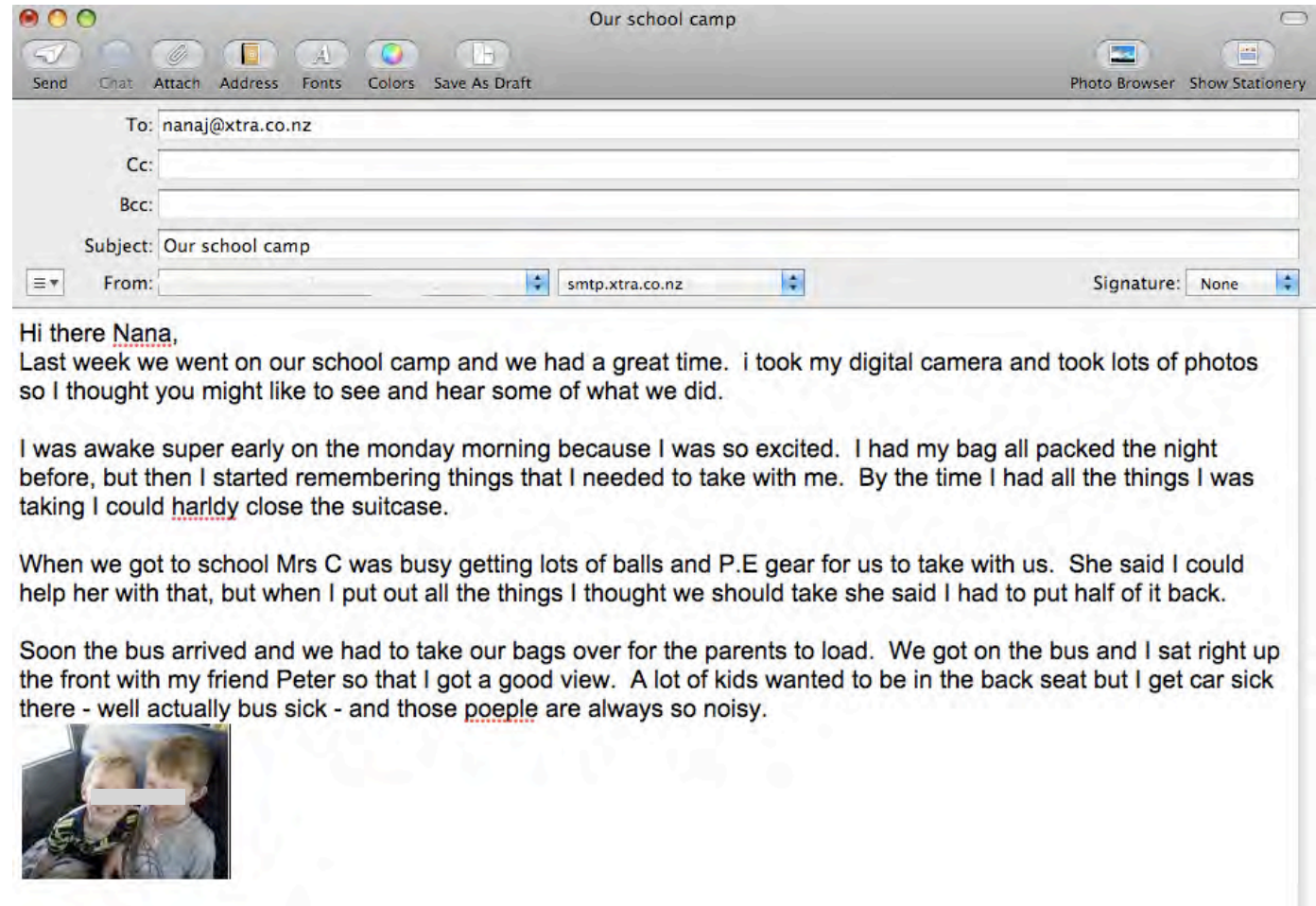
# Email

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# Blogging

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<http://moturoa.blogspot.com>

# Blogging (A reading and writing activity)

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Monday, February 08, 2010  
Tommy Makes Great Swimming Progress

Post a Comment On: [Moturoa's Blog](#)

"Tommy Makes Great Swimming Progress"


11 Comments - [Show Original Post](#) [Collapse comments](#)

 [capohanka](#) said...

Tommy,


Great job on learning to swim! My boys are both swimmers on teams now and they love it. When they first started, they were afraid of the water, but once they got going it was easy and fun!

11:46 PM

 [Linda](#) said...

Well done Tommy! I used to find it really hard to put my head in the water like that. You'll be swimming in no time.


11:52 PM

 [Mr Harrington](#) said...

Hi Tommy,

Excellent work well done. I must say that my middle daughter was always reluctant to put her head under the water but once she had overcome this she went on to really enjoy swimming, so much in fact that she is now teaching her own children ( 4 and 3 years old) to swim and they both love it as well :-)

2:33 AM

 [Susan](#) said...

Way to go Tommy! When I was learning to swim I found it very scary to put my head under the water. You look like you do that really well. That strong kicking will have you swimming in very little

Tommy has been making great progress. He's been kicking like crazy. Isn't it great?

Posted by Moturoa at Monday, February 08, 2010

Labels: [Tommy](#)

Splash City

Swimming is great at Age 4

We are improving on our swimming.

### Leave your comment

Thanks for commenting on our blog. We always appreciate comments.

If you do not have a Google account please say who you are and then click ANONYMOUS before you publish the comment.



You can use some HTML tags, such as `<b>`, `<i>`, `<a>`

Comment moderation has been enabled. All comments must be approved by the blog author.



WORD VERIFICATION  

Type the characters you see in the picture above.

### Choose an identity

☒ Google Account

USERNAME

PASSWORD

No Google Account? [Sign up here.](#)  
You can also use your Blogger account.

☐ OpenID 

☐ Name/URL

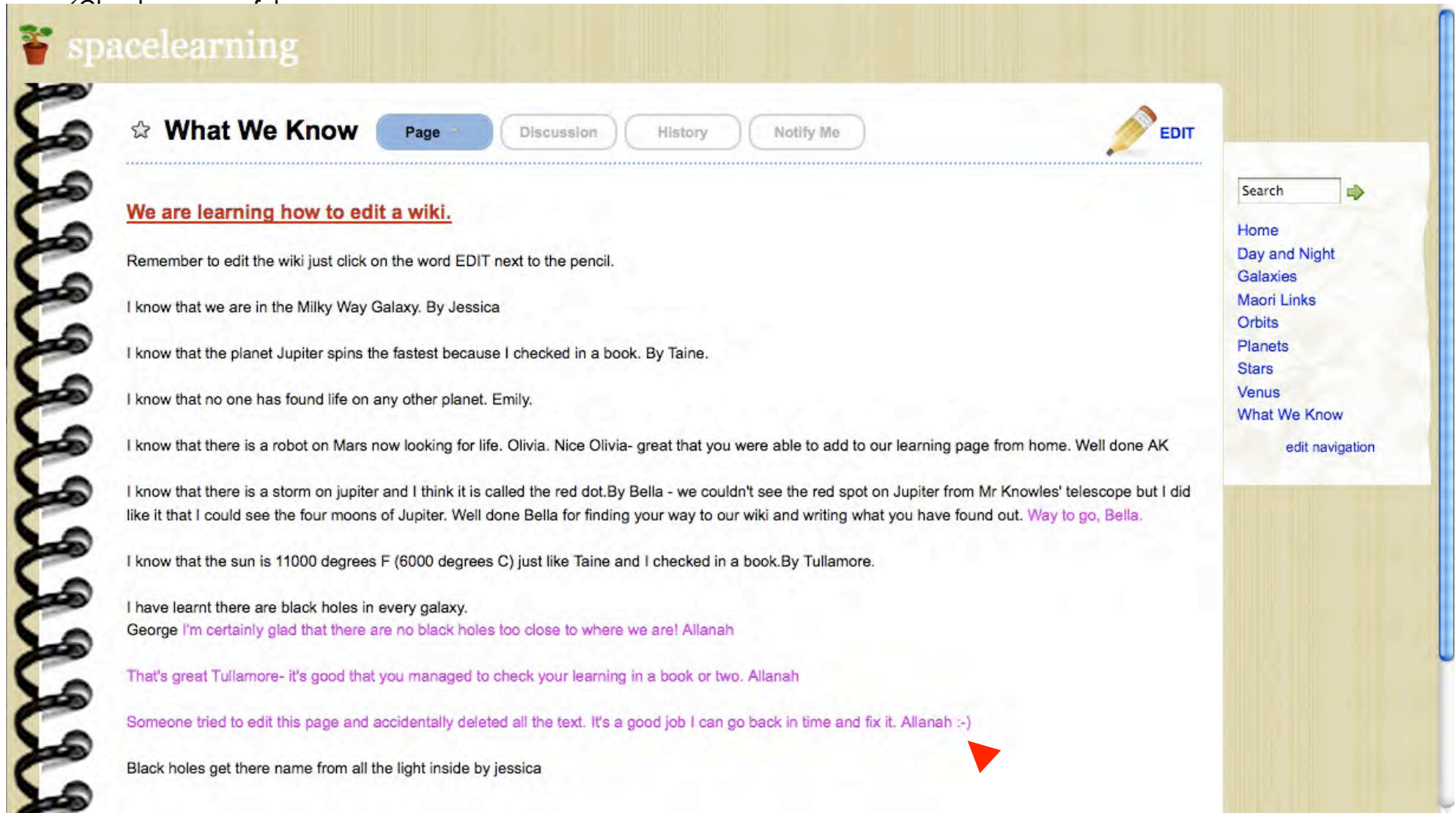
☐ Anonymous

id and



# Wikis and websites

## Intrinsic Incentive



The screenshot shows a web browser displaying a wiki page on a site called 'spacelearning'. The page is titled 'What We Know' and has tabs for 'Page', 'Discussion', 'History', and 'Notify Me'. A red arrow points to the 'EDIT' button, which is a pencil icon. The page content is a list of user-submitted facts about space, each followed by the user's name. The text is as follows:

**We are learning how to edit a wiki.**

Remember to edit the wiki just click on the word EDIT next to the pencil.

I know that we are in the Milky Way Galaxy. By Jessica

I know that the planet Jupiter spins the fastest because I checked in a book. By Taine.

I know that no one has found life on any other planet. Emily.

I know that there is a robot on Mars now looking for life. Olivia. Nice Olivia- great that you were able to add to our learning page from home. Well done AK

I know that there is a storm on jupiter and I think it is called the red dot.By Bella - we couldn't see the red spot on Jupiter from Mr Knowles' telescope but I did like it that I could see the four moons of Jupiter. Well done Bella for finding your way to our wiki and writing what you have found out. Way to go, Bella.

I know that the sun is 11000 degrees F (6000 degrees C) just like Taine and I checked in a book.By Tullamore.

I have learnt there are black holes in every galaxy.  
George I'm certainly glad that there are no black holes too close to where we are! Allannah

That's great Tullamore- it's good that you managed to check your learning in a book or two. Allannah

Someone tried to edit this page and accidentally deleted all the text. It's a good job I can go back in time and fix it. Allannah :-)

Black holes get there name from all the light inside by jessica

On the right side of the page, there is a search bar and a list of links: Home, Day and Night, Galaxies, Maori Links, Orbits, Planets, Stars, Venus, What We Know, and edit navigation.



# Wikis and websites

 **cisroom7**

JillHammonds ·  My Wikis · 23  My Account · Help

★ ROOM 7 POETRY

PAGE

DISCUSSION

HISTORY

NOTIFY ME

 Join this Wiki

 Recent Changes

 Manage Wiki

Search 

links

Home

CLASSROOM PROGRAMME

CROSS COUNTRY 2009

HOMEWORK

ROOM 7 NEWS

ROOM 7 POETRY

Sports results

*The Canterbury Winter*

*Canterbury winter is a child playing in the thick white snow  
From which they make snow angels and have snow fights.*

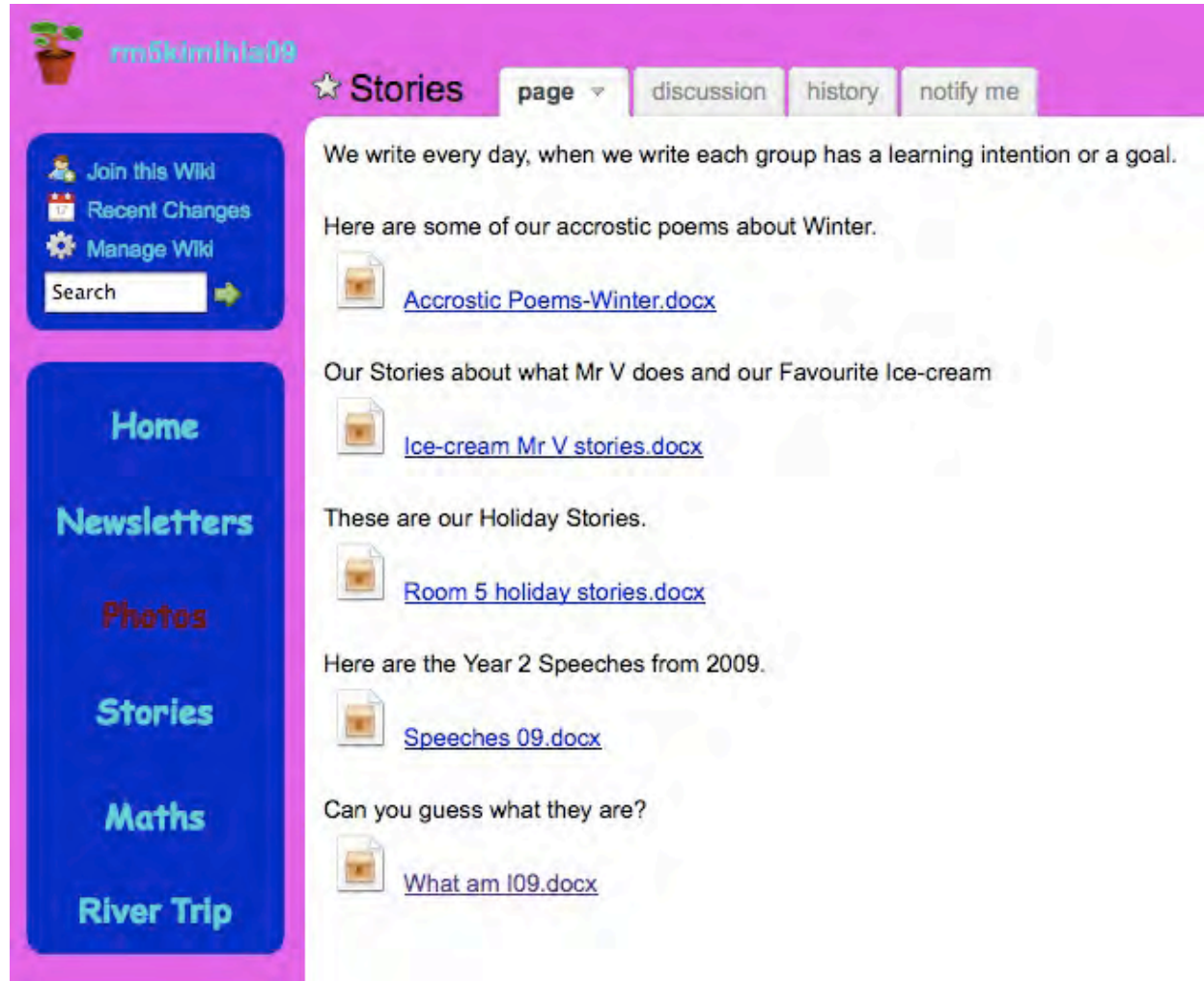
*Canterbury winter is putting your gumboots on to play in the puddles  
And jumping between girls to make them angry.*

*Canterbury winter is putting snow down your  
Older sibling's back!*


*Canterbury winter is skiing down the hill  
To see who can get to the bottom the quickest!*







# Wikis and websites



The screenshot shows a wiki page with a pink header and a blue sidebar. The header includes a user profile icon and name 'rm5kimlhta09', a star icon, and the title 'Stories'. Below the title are tabs for 'page', 'discussion', 'history', and 'notify me'. The sidebar on the left contains links for 'Join this Wiki', 'Recent Changes', 'Manage Wiki', a search bar, and a menu with 'Home', 'Newsletters', 'Photos', 'Stories', 'Maths', and 'River Trip'. The main content area has a white background and contains several paragraphs of text, each followed by a document icon and a link to a .docx file.


 **rm5kimlhta09** ☆ **Stories** page ▾ discussion history notify me

 Join this Wiki  
 Recent Changes  
 Manage Wiki  
Search 


**Home**  
**Newsletters**  
**Photos**  
**Stories**  
**Maths**  
**River Trip**

We write every day, when we write each group has a learning intention or a goal.


Here are some of our accrostic poems about Winter.

 [Accrostic Poems-Winter.docx](#)


Our Stories about what Mr V does and our Favourite Ice-cream

 [Ice-cream Mr V stories.docx](#)


These are our Holiday Stories.

 [Room 5 holiday stories.docx](#)

Here are the Year 2 Speeches from 2009.

 [Speeches 09.docx](#)

Can you guess what they are?

 [What am I09.docx](#)

# Wikis and websites



The image is a screenshot of a Google search results page. At the top, the Google logo is on the left, and a search bar contains the text 'publish children's writing'. To the right of the search bar is a 'Search' button. Below the search bar, there are radio buttons for 'the web' (selected) and 'pages from New Zealand'. A horizontal line separates the search area from the results. Below the line, on the left, is the word 'Web' followed by a plus icon and a link 'Show options...'. On the right, it says 'Results 1 - 10 of about'. The first result is a blue link titled 'Books, Stories, Writing Contests and Publishing for Kids | KidPub ...'. Below the link is a snippet: 'Visit the world's biggest site for young authors; read a story, write your own enter our contests! On the web since 1995 with stories, poems, plays, ...'. At the bottom of the snippet is the URL 'www.kidpub.com/' followed by '- 8 minutes ago - Cached - Similar' and three small icons (comment, share, print). The second result is a blue link titled 'Children Writing/Publishing'. Below it is a snippet: 'Children's Voice The singular purpose of the childrens-voice is the publishing of children's writing from junior kindergarten to grade eight. ...'. At the bottom is the URL 'comminfo.rutgers.edu/professional.../childpublishing.html' followed by '- Cached - Similar' and three small icons. The third result is a blue link titled 'Getting Kids Writing Published: Tips for Getting Children's ...'. Below it is a snippet: 'Following is a list of markets, or publications that might publish children's writing (or other creative submissions). Searching online using the words like ...'. At the bottom is the URL 'homeschooling.suite101.com/.../getting\_kids\_writing\_published' followed by '- Cached - Similar' and three small icons. The fourth result is a blue link titled 'A children's book editor's site: information about writing ...'. Below it is a snippet: 'A children's book editor's site, with many articles about writing, illustrating, and publishing children's books, as well as sample chapters and other ...'. At the bottom is the URL 'www.underdown.org/' followed by '- Cached - Similar' and three small icons. The fifth result is a blue link titled 'Creative ways to publish children's stories'. Below it is a snippet: 'Here is where you will find creative ways to publish (or make a final copy) children's writing. Great for teachers to use with students.'. At the bottom is the URL 'www.essortment.com › Hobbies, Sports & Leisure' followed by '- Cached - Similar' and three small icons.

Google

publish children's writing

Search

Search: ☒ the web ☐ pages from New Zealand

Web [+ Show options...](#) Results 1 - 10 of about

[Books, Stories, Writing Contests and Publishing for Kids | KidPub ...](#)  
Visit the world's biggest site for young authors; read a story, write your own enter our contests! On the web since 1995 with stories, poems, plays, ...  
[www.kidpub.com/](http://www.kidpub.com/) - 8 minutes ago - [Cached](#) - [Similar](#) -   

[Children Writing/Publishing](#)  
Children's Voice The singular purpose of the childrens-voice is the publishing of children's writing from junior kindergarten to grade eight. ...  
[comminfo.rutgers.edu/professional.../childpublishing.html](http://comminfo.rutgers.edu/professional.../childpublishing.html) - [Cached](#) - [Similar](#) -   

[Getting Kids Writing Published: Tips for Getting Children's ...](#)  
Following is a list of markets, or publications that might publish children's writing (or other creative submissions). Searching online using the words like ...  
[homeschooling.suite101.com/.../getting\\_kids\\_writing\\_published](http://homeschooling.suite101.com/.../getting_kids_writing_published) - [Cached](#) - [Similar](#) -   

[A children's book editor's site: information about writing ...](#)  
A children's book editor's site, with many articles about writing, illustrating, and publishing children's books, as well as sample chapters and other ...  
[www.underdown.org/](http://www.underdown.org/) - [Cached](#) - [Similar](#) -   

[Creative ways to publish children's stories](#)  
Here is where you will find creative ways to publish (or make a final copy) children's writing. Great for teachers to use with students.  
[www.essortment.com](http://www.essortment.com) › Hobbies, Sports & Leisure - [Cached](#) - [Similar](#) -   



# Wikis and websites



Home

## Unique... Bloodsucking Creature part 1

by ReBecca  
in Minnesota

I ran my tongue against my fangs as I let the sents of the new school swarm around me. My mother's mother echoed in my head, "Don't mess it up this time."

"Hello, you must be Reeses," a girl with Type AB blood said behind me. I forced myself to smile.

"That obvisous?"

"Well today is bright color day and you're all dress in black," the girl cheerfully explained. Bright color day? I hate this school already! "I'm Kelly, I'm your new student guide for the next three days."

"Oh joy!" I said sarcastically. She was lucky I was on a diet.

She ignored the remark. "Can I see your schedule?" I gave her my schedule and silently prayed that she wasn't in any of my classes. "Fabulous! I'm in your first class, math and your third class, writing." There must of been a lost schedule.

"Oh joy," I repeated with the same attitude.

"So where are you from?"

"Earth."

"Oh." Before she could ask one more question, the bell rang. "I'll show you where our first class is."



Home

## No Matter What



by Brittany  
in Missouri

*February 17th, 2010*

This thing has been going on way too long.

I've been scared to take the next step.

But I'm ready now.

We've both been through so much

We have so much in common.

I'm ready to take the next step.

But you've got to go with me.

No matter what

I will be by your side

No matter what

# Wikis and websites



## "The Beach"

by  
Jillian


*Have kids a nice day! We were using the Internet everyday. We met many friends through Kids Space.*



One day me and my sister went to the beach. I told my sister lets go swimming. My sister said no way. I said there are sharks in the ocean. My sister said no not around here only dolphins are around here. Well my sister said I want to make a sand castle as she set off to make one. When I saw something blue moving in the water I think I see a dolphin I said as my sister turned her head to look. Lets go swimming she said and we went swimming!!!

## The End



Story by: Jillian, age 8, USA 

<http://www.kids-space.org/>

## Creative ways to publish children's stories

Here is where you will find creative ways to publish (or make a final copy) children's writing. Great for teachers to use with students.

### Sponsored Links

#### Self-Publish Your Book

Publish, Print & Sell Your Book. We are your  
Self-Publishing Partner  
[www.PublishMe.co.nz](http://www.PublishMe.co.nz)

#### Need to print your book?

Provide us with a PDF file and we will respond with  
efficiency.  
[www.printabook.co.nz](http://www.printabook.co.nz)

#### Print My Book

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book inhouse  
[bookprinting.co.nz](http://bookprinting.co.nz)

#### Create Your Own Web Site

1000+ Ready-Made Flash Templates Build Your  
Own Flash Website Today!  
[www.wix.com/create/flash/templates](http://www.wix.com/create/flash/templates)



Ads by Google

Publishing a child's writing means to make it into a display that will draw others towards it and to put it in a final form. There are many ways to make books and displays. This article will explain a few things you can do. We will begin with books and move on to displays.

Pocket Books are a lot of fun and work great for [joke](#) or trivia style books. This activity can also recycle [envelopes](#). Have the child write out the joke or trivia question on a regular piece of [paper](#). In the bottom of the page glue and envelope with the addressing side down to the paper. Have the child write the answer or punchline on a strip of paper that fits inside the envelope. The child can then illustrate the opposite page.

Picture and [story](#) sequence books. Fold a sheet of heavy paper or light cardboard in half lengthwise. Stand it up. Divide it into thirds and paste a trimmed sheet of lined paper in each third. Using white paper cut sections that will cover up each lined sheet. Glue down just the top section so that it makes a flap that will cover the line paper. On the lined paper write the story with the beginning on the first third, the middle on the second and the ending on the third. Once the story is written draw a picture on each flap that illustrates that part of the story.

Yarn tied books. Line up the left sides of paper with construction paper covers for front and back. Punch holes in left side about an inch apart.

#### Ads by Google

[Novel Publisher](#)  
[Children Learning](#)  
[Activity for Kids](#)  
[Fun Kids Activities](#)



[http://www.essortment.com/all/publishstories\\_rxvv.htm](http://www.essortment.com/all/publishstories_rxvv.htm)

### Intrinsic Incentive

- ✓Clearly purposeful.
- ✓For an audience.
- ✓That gets a result.
- ✓Where students experience success.
- ✓Where students take responsibility but get the support they need to get better.
- ✓Where students can see and measure their own progress and take responsibility for reflecting on that and reporting to parents.

### Authentic Feedback

- ✓Response.
- ✓Genuine reader reaction.
- ✓Critique and comment from a wide variety of readers.
- ✓Continued interaction.

# Writing Other than with pen and pencil

Word Processing

Illustration

Keynote  
PowerPoint

Comic Life

Email

Blogging

Wikis



# Reading

## Intrinsic Incentive

- ✓ Clearly purposeful.
- ✓ For an audience.
- ✓ That gets a result.
- ✓ Where students experience success.
- ✓ Where students take responsibility but get the support they need to get better.
- ✓ Where students can see and measure their own progress and take responsibility for reflecting on that and reporting to parents.

## Authentic Feedback

- ✓ Response.
- ✓ Genuine reader reaction.
- ✓ Critique and comment from a wide variety of readers.
- ✓ Continued interaction.

Making and reading  
e-books

Voicethread

Website Non-fiction

Podcasting

Blogs and wikis



Hello, My Name is Truman



Hello  
My name is Truman



Child evaluation comments and feedback  
from listeners / readers.



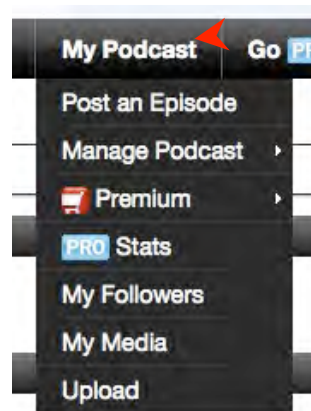
<http://voicethread.com/#home>

# Podcasting





Sign up, post an episode, create your podcast



<http://podomatic.com>

TKI – template

http://www.tki.org.nz/r/hot\_topics/readandwrite\_e.php

Home News About Communities Search Schools Interact Gateway Sitemap/Help

TE KETE IPURANGI THE ONLINE LEARNING CENTRE

## Reading and creative writing

TKI Hot Topic for 21 March 2002


### ICT for reading and writing

One of the major benefits of integrating ICT into classroom programmes is the interactive nature of the Internet. Interactive technology engages learners, allows classrooms to make connections across geographical and cultural boundaries, and often adds an extra visual or audio stimulus to enhance the learning process.


This Hot Topic explores how interactive sites on the Internet can be used to encourage students to engage in reading and writing. We focus on three types of interactive activities:

- [online pick-a-path and continuous stories](#)
- [online publishing](#)
- [book backchats](#)

### Getting around TKI

 Search

▲ If you know exactly what you're after, the [Search page](#) is the best way to find it

 Communities Menu

▲ If you're looking for something less specific, or are just exploring, see the [Communities page](#)

### Previous Hot Topics



Last edition: [Bike safety](#) March 2002

[Asian cook-off](#) August 2001  
[Agricultural Field Days](#) June 2001  
[Agricultural Field Days](#) April 2000




[http://www.tki.org.nz/r/hot\\_topics/readandwrite\\_e.php](http://www.tki.org.nz/r/hot_topics/readandwrite_e.php)

## Amanda's *"Berry's Valentines Day"*











In this story,  is "pillow",  is "Dr. Berry",



 is "valentines",  is "music stand", and  is "stethoscope".



BEEP, BEEP, BEEP! The alarm clock next to 's  chirped noisily.  rolled over and peeked at the clock through his sleep-enhanced eyes- 6:00 a.m. flashed in bold, red numerals. The radio announcer blasted a cheerful "Happy Valentine's Day!" into 's eardrum. He immediately bolted up like lightning from his bed. "It's Valentine's Day!" he cried. Quickly dressing and eating breakfast, his favorite brand of kibbles, and snatched his lab coat. As soon as he was about to get behind the wheel, he had an epiphany; his coworkers and patients needed !  put the pedal to the metal and ran to the nearest pharmacy and picked up 100 paper hearts with heartfelt notes on them and grabbed a few presents for his office, including a  for Musical Tuesdays. Finally, he decided to splurge for himself and buy a new . All of his patients and friends had a very happy Valentine's Day!

# Website Non-fiction



If kids can learn to read from The Bible, then they can learn to read from text beyond their decoding level.

They just need support - of a good teacher, or other able students.

There's plenty of easy reading on the web.



# Website Non-fiction

Click on any of the crafts to go to the instructions. Have fun!

## CHINESE LANTERN



A simple lantern to make from paper.

## TANGRAM PUZZLE



A traditional Chinese puzzle to make out of paper.

## FIREWORKS CRAFT



Create your own fireworks by using dark construction paper, glue and different colors of glitter. Great for Chinese New Year.

## DANCING DRAGON/LION TOY



Make a dancing paper lion or dragon toy for Chinese New Year.

## PAPER BAG PUPPETS



An easy way to make a panda and other cute puppets.

## Short Books to Print:



### Chinese New Year

#### A Printable Activity Book for Early Readers

A short, printable activity book on the Chinese New Year for beginning readers, with pages on Chinese New Year, the Chinese Zodiac, lucky money envelopes, the dragon, and a map of China.



### Chinese New Year Words Mini Book

#### A Printable Writing Book

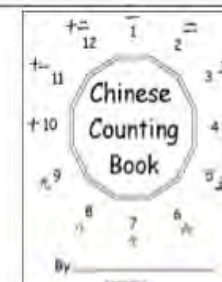
A tiny, printable book about simple words related to Chinese New Year -- for early readers and writers. The book has 2 pages to print and makes 8 pages for the student to cut out, color, and write in. The words are: dragon, China, moon, envelope, lantern, fireworks, and "Can you think of another Chinese New Year word?"



### Chinese New Year

#### A Printable Activity Book for Fluent Readers

A short, printable activity book on the Chinese New Year for fluent readers, with pages on New Year traditions, the Chinese Zodiac, the phases of the moon, and a map of China.



### Chinese Counting Book A Printable Activity Book for Early Readers

A short, printable activity book on the Chinese numbers from 1 to 12.

<http://www.enchantedlearning.com/Home.html>

<http://www.enchantedlearning.com/crafts/chinesenewyear/>

# Website Non-fiction

Next Page ▶

## How a Block and Tackle Works

by Marshall Brain

Print Edit Feedback Share Recommend

### Inside this Article

1. Introduction to How a Block and Tackle Works
2. Other Force/Distance Tradeoffs
3. See all Internal Combustion articles

Compound Machines: Pulley


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More Science Videos ▶

If you have ever looked at the end of a crane, or if you have ever used an engine hoist or a come-along, or if you have ever looked at the rigging on a sailboat, then you have seen a block and tackle at work. A block and tackle is an arrangement of rope and pulleys that allows you to trade force for distance. In this edition of [How Stuff Works](#) we will look at how a block and tackle works, and also examine several other force-multiplying devices!

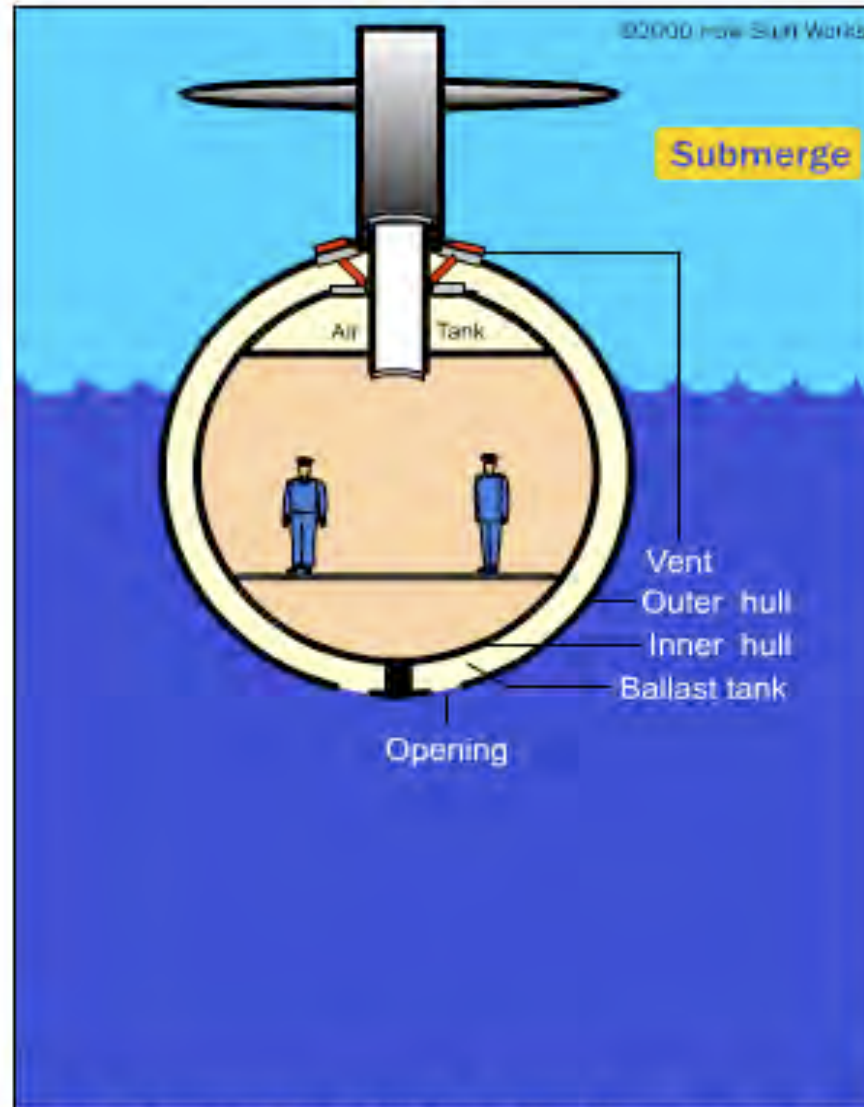
### Understanding the Block and Tackle

Imagine that you have the arrangement of a 100 pound (45.4 kilogram) weight suspended from a rope, as shown below:



<http://science.howstuffworks.com/pulley.htm>

# Website Non-fiction



**Buoyancy in a submarine. Click on the Surface and Submerge buttons to watch buoyancy in action.**

<http://science.howstuffworks.com/submarine.htm>



# Website Non-fiction

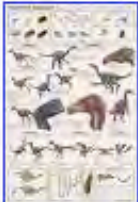
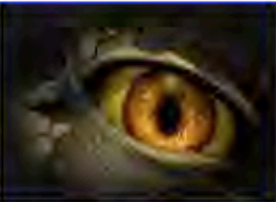




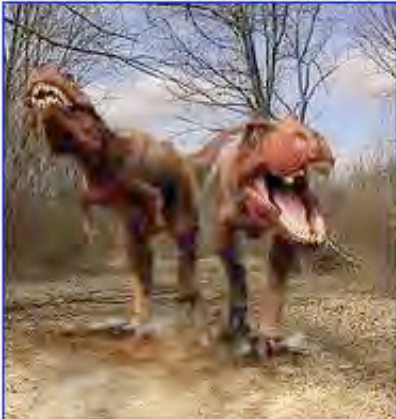
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Search: ☒ the web ☐ pages from New Zealand




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[Image results for dinosaurs](#) - [Report images](#)




[Dinosaur](#) - [Wikipedia, the free encyclopedia](#)  
**Dinosaurs** were the dominant terrestrial vertebrate animals for over 160 million years, from the late Triassic period (about 230 million years ago) until the ...  
[Etymology](#) - [Modern definition](#) - [General description](#)  
[en.wikipedia.org/wiki/Dinosaur](http://en.wikipedia.org/wiki/Dinosaur) - [Cached](#) - [Similar](#) -   

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Includes information on evolution, extinction, and fossils, as well as **dinosaur** games and jokes.  
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[KidsDinos.com](#) - [Dinosaurs For Kids](#)  
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# Literacy Learning Progressions



**Actions**

- Join this Wiki
- Recent Changes
- Manage Wiki

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**Navigation**

About the Network  
Event Dates and Details

**Literacy Progressions**

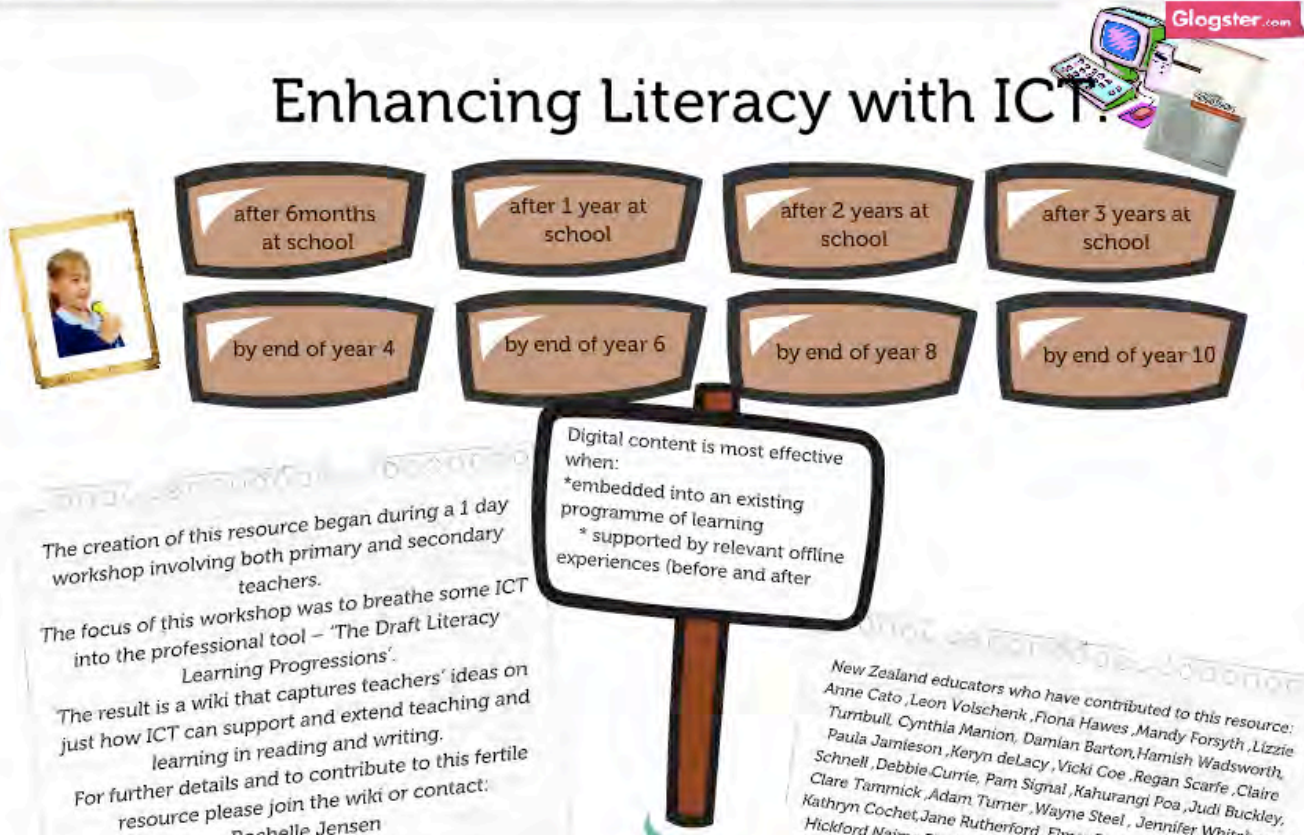
- after 6 months
- after 1 year
- after 2 years
- after 3 years
- end of year 4
- end of year 6
- end of year 8
- end of year 10

end of year 2

☆ Literacy Progressions Protected page discussion history notify me

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## Enhancing Literacy with ICT



**Digital content is most effective when:**

- \* embedded into an existing programme of learning
- \* supported by relevant offline experiences (before and after)

The creation of this resource began during a 1 day workshop involving both primary and secondary teachers.

The focus of this workshop was to breathe some ICT into the professional tool – 'The Draft Literacy Learning Progressions'.

The result is a wiki that captures teachers' ideas on just how ICT can support and extend teaching and learning in reading and writing.


For further details and to contribute to this fertile resource please join the wiki or contact:

Rochelle Jensen  
e-learning advisor,  
University of Waikato:  
rjensen@waikato.ac.nz

New Zealand educators who have contributed to this resource:

Anne Cato, Leon Volschenk, Fiona Hawes, Mandy Forsyth, Lizzie Turnbull, Cynthia Manion, Damian Barton, Hamish Wadsworth, Paula Jamieson, Keryn deLacy, Vicki Coe, Regan Scarfe, Claire Schnell, Debbie Currie, Pam Signal, Kahurangi Poa, Judi Buckley, Clare Tammick, Adam Turner, Wayne Steel, Jennifer Whitehead, Kathryn Cochet, Jane Rutherford, Elmer Breedt, Bernie Hihi, Nancy Hickford, Naima Placid, Ann Eastcott, Krystal Workman, Annaliese Watts, Alison Ramson, Ruth Thomas, Lyn Reardon, Robyn Saville, Doug Fluker, Lorraine Watchorn, Merle Ramsay, Lynley Jobe, Gail Brook, Susan Garrud, Paul Ashman, Paul Keogh, Louise Wood, Helen Little, Jenny Clements, Heather Brown, John Muir, Cherie Johnson.

# Literacy Learning Progressions





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## After one year at school

### READING

As they read, students build on their expertise and demonstrate that they:

Literacy Progressions Learning Goal ( from progressions)	E-Learning Integration Idea (exact link to site or software)	How will learning be structured? Teaching Tool? Students in groups? Individually? As part of literacy rotations?
*Can identify all letters by name. *Be able to identify the first letter of their name	Using a digital camera Using a keyboard to identify lower and upper case letters- familiar with where the letters are on the keyboard.	Take photos of items around the school and associate with the letter to extend letter knowledge.  the letter 'O'
*Use their developing phonemic awareness to aurally identify and distinguish individual phonemes within words	Digistore: Digital Learning Objects. Letter Planet Series. <a href="http://www.tki.org.nz/r/digistore/">http://www.tki.org.nz/r/digistore/</a>  Other sites that contain interactives focused on phonemic awareness include: <a href="http://www.bbc.co.uk/schools/ks1hitesize/literacy/phonics/index.shtml">http://www.bbc.co.uk/schools/ks1hitesize/literacy/phonics/index.shtml</a> <a href="http://www.starfall.com">www.starfall.com</a> <a href="http://www.carlscorner.us.com">www.carlscorner.us.com</a> <a href="http://www.edzone.net">www.edzone.net</a> <a href="http://www.bbc.co.uk/schools/ks1hitesize">http://www.bbc.co.uk/schools/ks1hitesize</a>	Students work in pairs on learning objects as part of a literacy task-board.  Letter Planet - Series of 5  Use as an individual task to further develop knowledge of phoneme grapheme relationships.

**Actions**

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  - [after 6 months](#)
  - [after 1 year](#)
  - [after 2 years](#)
  - [after 3 years](#)
  - [end of year 4](#)
  - [end of year 6](#)
  - [end of year 8](#)
  - [end of year 10](#)
- [end of year 2](#)

<http://elearningbop.wikispaces.com/Literacy+Progressions>

**And then  
there are  
the other literacies  
vital to 21C Learners!**

# Visual Literacy



**A picture tells a thousand words**

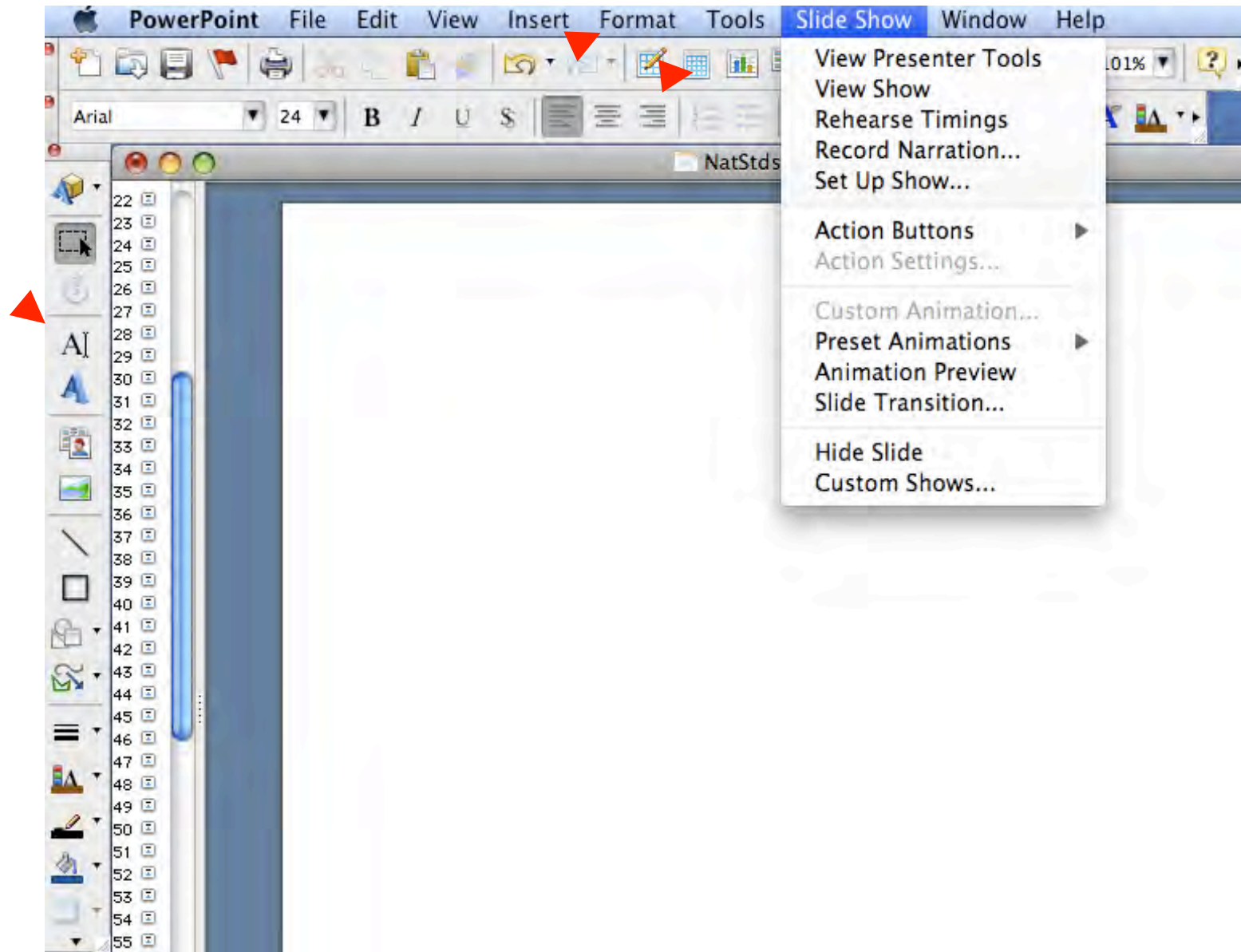


# Visual Literacy

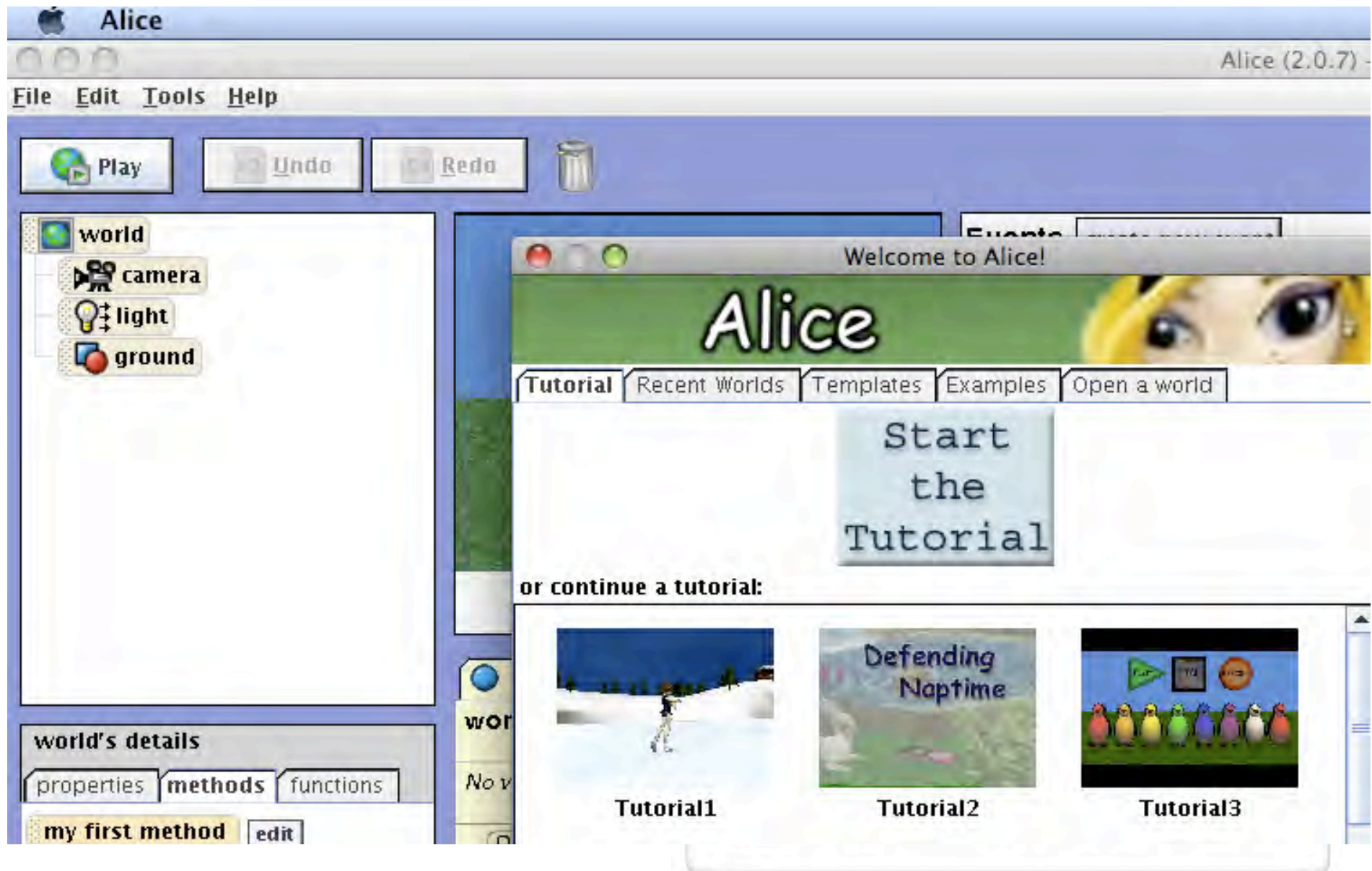


56% said staff received no formal training in the use of ICT

# Digital Literacy



# Digital Literacy



[www.alice.org](http://www.alice.org)



# Information Literacy

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[tip](#)

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# Information Literacy




Wetapunga means god of ugly things but hasn't stopped rats and other predators almost wiping it out! It is now only found on Little Barrier Island.

- The weta is more primitive than the tuatara. The weta has changed very little in the past 100 million years.
- Weta have their ears on their front knees and can feel the vibrations of noises around them.
- You can tell a male and female weta apart because females have a long ovipositor, which looks a bit like a stinger, which they use to lay eggs.



**Types of Weta**  
There are five different types of weta – tree weta, cave weta, giant weta, tusked weta and ground weta. All together there are over 100 different species of weta.

**Cave weta**



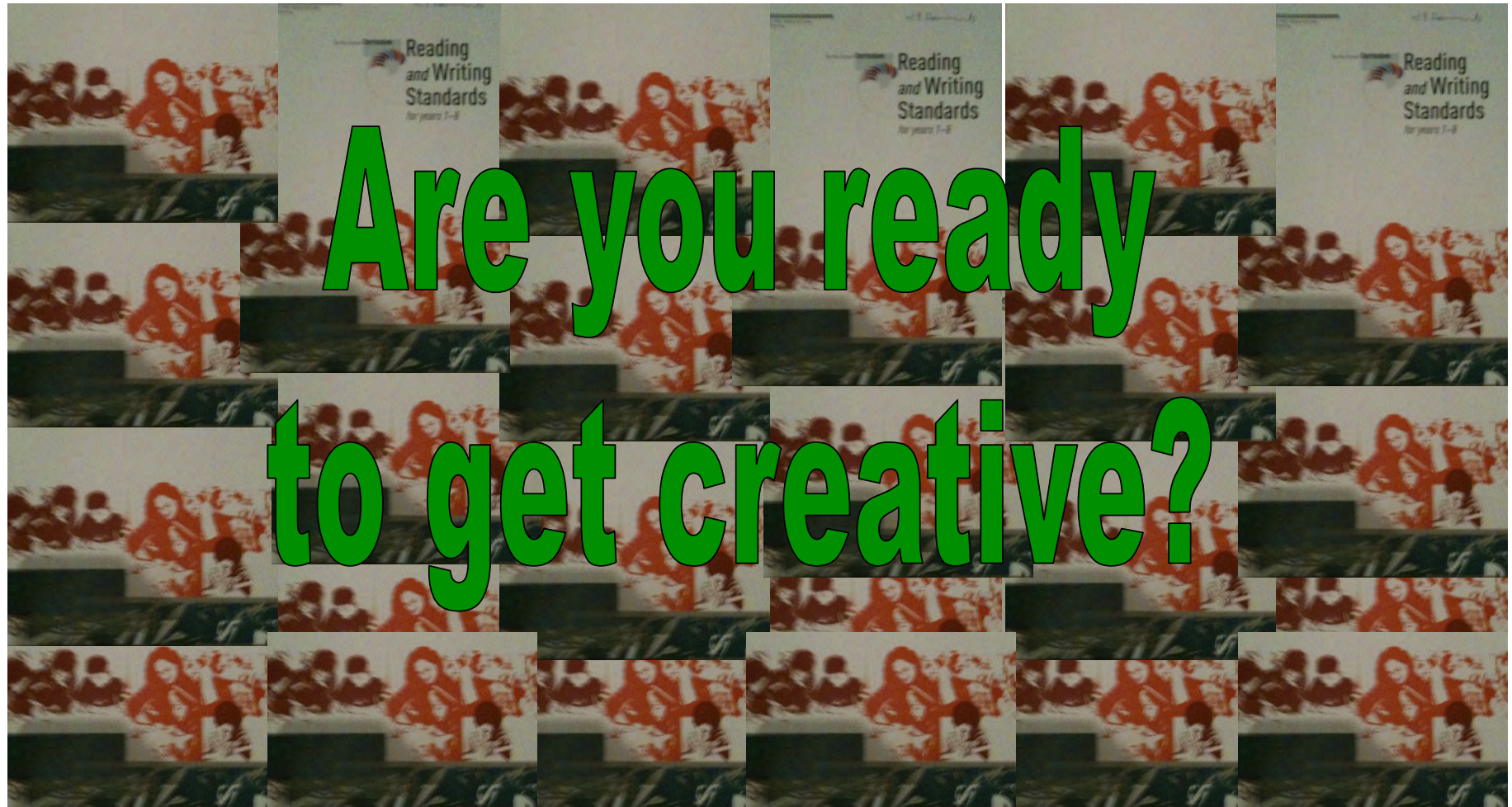
There are 60 species of Cave Weta.

- They are mostly found in caves, which is a good place to hide from



Find:     ☐ Match case [Find more on the web](#)

We need to get creative and find ways to engage our struggling students in ways that provide **intrinsic incentive**, **authentic feedback** and the **opportunity** to read and express themselves on topics that interest them.





*Building capability, raising achievement*

For more information about workshops in the CORE Achieve programme, or to find out how you could engage with a CORE facilitator in your school, go to:

Web: [www.core-ed.net/achieve](http://www.core-ed.net/achieve)

Email: [achieve@core-ed.net](mailto:achieve@core-ed.net)

Phone: (03) 379 6627

Jill Hammonds

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[Jill.hammonds@core-ed.net](mailto:Jill.hammonds@core-ed.net)

Ph 021 344 253